DOCUMENT RESUME

ED 410 401 CE 074 545

AUTHOR Lindley, Lori D.; Borgen, Fred H.
TITLE Validity of the Strong Interest Inventory: Gender and Personal Styles.
PUB DATE 1997-08-00
NOTE 15p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Choice; Career Education; College Students; Comparative Analysis; Correlation; Educational Environment; Higher Education; *Interest Inventories; Leadership Styles; *Personality Traits; Predictive Validity; Predictor Variables; Regression (Statistics); *Sex Differences; *Test Validity; *Vocational Interests
IDENTIFIERS *Strong Interest Inventory

ABSTRACT

The gender validity of the Strong Interest Inventory's Personal Style Scales (Work Style, Learning Environment, Leadership Style, and Risk Taking/Adventure) was examined through a study of 458 female and 282 male college students at Iowa State University. The students completed the Personal Style Scales and the Adjective Check List (ACL), which is a standardized 300-adjective list used for research and personality assessment purposes. The adjectives of the ACL were used as criterion variables to validate each of the Personal Style Scales. The students' responses were subjected to correlational and regression analyses. Significant gender differences were discovered on the mean scores on three scales: Work Style, Leadership Style, and Risk Taking/Adventure. Gender differences in frequency of selection of many of the adjectives on the ACL were also discovered. In general, women endorsed more adjectives than men did. Many adjectives proved substantially correlated in the same direction for both genders with a given Personal Style Scale, thus indicating similar relationships for both genders. The study also revealed adjectives for each of the four scales that were strong predictors for one gender and not the other, as well as adjectives that exhibited opposite relationships for males and females. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 410 401

105th Annual Convention of the APA: Division 17 Poster Session:
Career and Educational Issues in Counseling Psychology

Validity of the Strong Interest Inventory: Gender and Personal Styles

Lori D. Lindley and Fred H. Borgen

Iowa State University
Department of Psychology
Ames, Iowa 50011

Abstract

The introduction of the Personal Style Scales in the 1994 revision of the Strong Interest Inventory enabled the prediction of occupational choice from broad personality characteristics. This study examines the validity of the Personal Style Scales separately by gender, using the Adjective Check List (ACL) as a criterion measure. Regression analyses were performed to evaluate gender differences in the relationships between the Personal Style Scales and self-ratings on the ACL. Results show that there are both similarities and differences across gender in the ability of the Personal Style Scales to predict responses on a measure of personality, the ACL. In other words, some adjectives show similar relationships with the Personal Style Scales for both genders, while other adjectives show different relationships for men and women.

CE 074 545

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L Lindley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Introduction

One of the major changes in the 1994 version of the Strong Interest Inventory (Harmon, Hansen, Borgen & Hammer, 1994) was the introduction of the Personal Style Scales. Although the Personal Style Scales measure interests on a broader level than any of the other scales, they are able to moderately predict occupational choice on their own (Donnay & Borgen, 1996), as well as add substantial explanatory power to the Strong Interest Inventory as a whole (Olsen, 1996). An important topic in research on women's career development is the validity of vocational interest inventories in career counseling with women. Most interest inventories assume adequate opportunity for a wide range of experiences, and failure to take gender-role socialization into account can cause further limiting of women's options if the counselor mistakes lack of experience for lack of interest (Betz, 1993).

The Strong Interest Inventory is a good example of an inventory that has undergone much revision over the years in an attempt to reduce sex-restrictiveness (Harmon et al., 1994). Until 1974, there were separate forms for men and women because of large differences in their employment patterns, but as the numbers of women pursuing nontraditional occupations grew, counselors began to use the men's form with career-oriented women. On the 1994 revision of the Strong, all but seven occupations have both male and female norms, which communicates to the client that all occupations are appropriate for both genders (Harmon et al., 1994).

Because of the recency of the Personal Style Scales' addition to the Strong, only two studies have been performed that include assessment of their validity (Donnay & Borgen, 1996; Olsen, 1996). Olsen (1996) found support for concurrent validity of the Personal Style Scales for both men and women, and found that the Personal Style Scales accounted for somewhat more occupational group variance in the women's sample than in the men's sample. The purpose of this research is to evaluate the validity of the four Personal Style Scales separately for men and women, using the Adjective Check List (ACL; Gough & Heilbrun, 1983) as a criterion measure. By examining the validity of the Personal Style Scales separately by gender, we will gain insight into the differences and similarities regarding the manner in which men and women interpret these items. This will then translate into greater effectiveness in both practice and research in the area of career counseling.

Method

Participants

Participants in this study were 740 college students (458 females and 282 males) in psychology classes at Iowa State University who volunteered to participate in the study for two extra credit points.

Predictive Measures

Strong Interest Inventory. The most recent version of the Strong Interest Inventory was administered (Harmon et al., 1994). The 1994 Strong Interest Inventory is one of the most widely used instruments in both career counseling research and practice (Hansen & Campbell, 1985). It is used to assess interests in occupations, ranging in scope from very broad areas such as preferred environments and type of interpersonal interaction to specific jobs and job requirements.

Personal Style Scales. From the Strong Interest Inventory, only the Personal Style Scales were used in this study. The Personal Style Scales are the most recent addition to the Strong Interest Inventory, introduced with the 1994 revision, and they differ from the other scales in that they are constructed as bipolar scales with distinct poles. They have standard scores with means of 50 and standard deviations of 10. The focus of the Personal Style Scales is on broad styles of living and working rather than on specific occupations, and they contribute to the career exploration process by assisting individuals in examining their preferences in work and educational settings, their usual manner of interacting with others, and their level of comfort with unpredictable or uncertain situations. The four

scales are Work Style, Learning Environment, Leadership Style, and Risk Taking/Adventure.

The Work Style scale distinguishes between individuals who prefer to work with people and those that like to work with ideas, data and things. Those who score high on this scale prefer to work with people and enjoy other people-oriented activities. The Learning Environment scale distinguishes between people who prefer academic learning environments and those who prefer practical, hands-on learning. Those who score high on this scale prefer verbal, research and teaching activities to clerical, physical and technical activities, and report interest in occupations and interests that require extensive academic and professional training. The Leadership Style scale differentiates people who prefer directing, persuading and leading other people from those who do not feel comfortable taking charge of a situation, and prefer to do a task themselves or lead by example. Those who score high on this scale select interpersonal and organizational activities and occupations. The Risk Taking/Adventure scale distinguishes between people who take chances, including taking physical, financial and social risks, acting spontaneously, and seeking novel situations, and those who do not.

Adjective Check List. The Adjective Check List (ACL; Gough & Heilbrun, 1983) is a standardized 300-adjective list used for a variety of research and personality assessment purposes. Respondents check all adjectives that they feel are descriptive of themselves; there is no restriction on the number of items that may be checked. The ACL can be scored for 37 scales in five categories; in this study, however, analyses were performed on the item level and the scales were not used.

Design and Analysis

In this study, the adjectives of the ACL were used as criterion variables to validate each of the Personal Style Scales. This permitted high and low scores on the Personal Style Scales to be given interpretive meaning from the adjectives people use to describe themselves. Of central interest was whether these relationships were the same for women and men.

Correlational analyses were run separately by gender to identify the adjectives that were significantly related to scores on each of the four Personal Style Scales. Regression analyses were then performed to evaluate gender differences and similarities in the predictive ability of the four Personal Style Scales with regard to a criterion measure of personality, the adjectives on the ACL.

Results

Preliminary analyses indicated significant gender differences on mean scores on three of the four Personal Style Scales, including Work Style, Leadership Style, and Risk Taking/Adventure (see Table 1). In addition, there were gender differences in frequency of selection of many of the adjectives on the ACL, and women seem to generally endorse more adjectives than men do (see Tables 2 and 3).

Correlational analyses separated by gender were run on all 300 adjectives with each of the Personal Style Scales. Many adjectives are substantially correlated ($p < .01$) in the same direction for both genders with a given Personal Style Scale, indicating similar relationships for both genders (see Table 4). Figure 1 illustrates eight examples of such relationships. In the first graph, for instance, both men and women are more likely to use the adjective "sociable" to describe themselves, the higher their score on the Work Style scale is. In other words, both men and women who like to work with people are more likely to endorse "sociable" than those who prefer to work with ideas, data, and things.

Hierarchical regression analyses (Cohen & Cohen, 1983) were performed on all adjectives whose correlations with a given Personal Style Scale for females differed by more than .12 from those for males, to evaluate gender differences in regression slope (see Tables 5-8). Figure 2 provides illustrative examples of adjectives that exhibit gender differences in slope with regard to a given Personal Style Scale. The first graph in Figure 2 illustrates the gender difference in the relationship between "artistic" and the Work Style scale. For women, an "artistic" self-description has a significant negative correlation

with the Work Style scale ($r = -.21$, $p < .001$), meaning that women who score toward the "work with people" pole are less likely to describe themselves as "artistic" than women who score toward the "work with ideas, data, and things" pole. For men, however, there is no significant relationship between "artistic" and the Work Style scale. In some cases in which the correlations for males and females were in opposite directions, a significant difference was found between regression slopes although neither correlation was significant.

Discussion

This study tested the validity of the Personal Styles Scales as broad measures of living styles and personality characteristics separately for men and women. The adjectives on the ACL were used as criterion measures by which to validate the Personal Style Scales, and their relationships to scores on the Personal Style Scales were examined for gender differences. For each of the four scales, adjectives were found to be significant predictors for both men and women, indicating consistency in meaning across genders. Many of these adjectives were ones that make intuitive sense, such as "assertive" and "confident" for the Leadership Style scale, and "courageous" and "daring" for the Risk Taking/Adventure scale. However, there were also adjectives for each of the four scales that were strong predictors for one gender and not the other, and even adjectives that exhibited opposite relationships for males and females.

This study demonstrated construct validity for each of the Personal Style Scales for both men and women. However, there are clearly some gender differences in the meaning of scores on the Personal Style Scales as well. One possible interpretation is that men and women who score similarly on a particular Personal Style Scale possess different personality characteristics in some domains. For example, extroverted adjectives such as "argumentative," "assertive," "demanding," and "dominant" are associated with high scores on the Work Style scale for men but not for women. Perhaps for men "working with people" indicates success in a leadership role, while for women a high score is more likely to indicate success in cooperative and helping professions. There may also be gender differences in the way that people who score high on a particular scale think and feel about themselves. For example, adjectives that generally have negative connotations such as "bitter," "cowardly," "foolish," "gloomy," and "unstable" and introverted adjectives such as "reserved" and "withdrawn" are associated with high scores on the Learning Environment scale for men but not for women. Perhaps the men in this sample who are academically inclined view "studiousness" as a negative trait while the women do not.

The implications of this study are broad and can be interpreted on several levels. First of all, it speaks to the validity of the Personal Style Scales across genders, suggesting that while they show a strong link to a criterion measure of personality for both genders, that link may be of a slightly different nature for men than for women. Secondly, the results of this study suggest that men and women may view certain broad styles of living in slightly different ways, giving them different meaning and connotation in relation to the way they think of themselves as individuals. Finally, the outcome of this study cautions vocational counselors and other practitioners to be mindful of the possibility of gender differences when interpreting the meaning of scores on the Personal Style Scales with clients. More research is necessary to determine if these results will generalize to other samples and populations.

References

Betz, N. E. (1993). Issues in the use of ability and interest measures with women. Journal of Career Assessment, 1(3), 217-232.

Cohen, J., & Cohen, P. (1983). Applied Multiple Regression/Correlational Analysis for the Behavioral Sciences (2nd Ed.). Hillsdale, NJ: Laurence Erlbaum Associates, Inc.

Donnay, D. A. C., & Borgen, F. H. (1996). Validity, structure, and content of the 1994 Strong Interest Inventory. Journal of Counseling Psychology, 43(3), 275-291.

Gough, H. G., & Heilbrun, A. B. Jr. (1983). The Adjective Checklist Manual. Palo Alto, CA: Consulting Psychologists Press.

Hansen, J., C., & Campbell, D. C. (1985). Manual for the Strong Interest Inventory (4th Ed.). Palo Alto, CA: Consulting Psychologists Press.

Harmon, L. W., Hansen, J. C., Borgen, F. H., & Hammer, A. L. (1994). Strong Interest Inventory Applications and Technical Guide. Palo Alto, CA: Consulting Psychologists Press.

Olsen, L. L. (1996). Concurrent validity of the 1994 Strong Interest Inventory: A comparison of criterion groups by gender. Unpublished doctoral dissertation, Iowa State University.

Table 1
Means and Equality of Means for Men and Women on the Personal Styles Scales

	Females (n = 458)		Males (n = 282)		
Personal Style Scale	M	SD	M	SD	t
Work Style	61.01	8.44	49.26	8.72	18.03**
Learning Environment	40.63	9.31	41.89	8.97	-1.83
Leadership Style	50.88	8.79	48.85	9.63	2.88*
Risk Taking/Adventure	49.79	10.04	59.39	9.05	-13.43**

Note. Values are based on t-tests for independent samples with unequal variances.
*p < .01. **p < .001.

Table 2
Adjectives Selected More Frequently by Males

adjective	df	t	adjective	df	t
adventurous	671	3.21*	aggressive	603	3.80**
arrogant	450	4.93**	clever	648	5.17**
coarse	400	3.08*	cool	738	5.07**
egotistical	445	3.41*	enterprising	479	5.12**
evasive	434	3.63**	forceful	445	4.25**
foresighted	522	2.61*	handsome	383	17.10**
industrious	506	3.09*	ingenious	460	3.74**
inventive	501	5.50**	masculine	361	19.71**
prejudiced	471	2.92*	quick	563	3.35*
reckless	505	2.72*	shrewd	434	3.63**
sly	485	3.08*	tough	548	4.92**
unaffected	406	2.61*	wise	738	4.45**

*p < .01. **p < .001.

Table 3
Adjectives Selected More Frequently by Females

adjective	df	t	adjective	df	t
affected	658	5.24**	affectionate	457	6.37**
appreciative	491	4.65**	assertive	738	2.61*
bossy	675	4.10**	cautious	571	2.70*
changeable	588	3.29*	cheerful	438	7.22**
complaining	692	4.37**	confused	634	4.22**
conscientious	738	4.33**	considerate	479	5.12**
contented	663	3.10*	cooperative	484	5.09**
curious	539	2.73*	defensive	738	2.71*
dependable	505	2.72*	dependent	628	3.47*
determined	535	3.12*	emotional	507	7.02**
enthusiastic	511	5.42**	excitable	556	4.19**
fair-minded	589	4.14**	fearful	702	3.46*
feminine	609	28.82**	fickle	738	3.39*
flirtatious	608	5.77**	forgiving	525	2.95*
friendly	434	3.33*	frivolous	720	5.32**
fussy	695	3.22*	gentle	557	2.66*
good-natured	527	3.09*	helpful	507	4.55**
honest	466	3.84**	hurried	679	3.96**
impatient	627	3.62**	independent	546	3.31*
kind	478	4.20**	mature	543	2.72*
moody	625	4.02**	nagging	709	6.50**
natural	586	3.02*	nervous	629	3.26*
noisy	676	2.75*	optimistic	579	2.78*
organized	581	3.68**	outgoing	561	3.12*
planful	672	4.30**	pleasant	553	4.26**
poised	647	3.49*	polished	673	2.68*
praising	654	3.44*	reliable	536	3.21*
responsible	519	3.88**	self-pitying	703	2.72*
sensitive	481	5.29**	sentimental	578	4.39**
sincere	551	4.83**	sociable	521	5.38**
soft-hearted	579	6.62**	spunky	697	6.31**
stubborn	599	2.85*	sympathetic	582	6.04**
talkative	571	7.59**	tense	668	2.85*
thoughtful	501	5.60**	touchy	649	2.91*
trusting	530	5.20**	understanding	536	3.71**
warm	528	3.40*	whiny	717	5.50**
worrying	641	5.02**			

*$p < .01$. **$p < .001$.

Table 4
Adjectives that Correlate Substantially with a Given Personal Style Scale for Both Sexes

Adjective	Work Style M	Work Style F	Learning Environ. M	Learning Environ. F	Leadership M	Leadership F	Risk Taking M	Risk Taking F
active					.21**	.15*	.24**	.13*
adventurous					.22**	.20**	.41**	.34**
aggressive					.31**	.25**		
alert					.19*	.15*		
ambitious					.27**	.16**		
argumentative					.37**	.21**		
artistic			.33**	.26**				
assertive					.39**	.29**		
autocratic			.20*	.28**				
bossy					.22**	.16*		
charming					.25**	.13*		
clever			.16*	.15*				
complicated			.19*	.22**				
confident					.28**	.26**		
courageous							.20*	.20**
cynical			.34**	.18**				
daring					.20*	.21**	.38**	.32**
deliberate			.26**	.21**				
demanding					.20*	.16*		
dignified			.17*	.19**	.23**	.25**		
dominant					.23**	.30**		
efficient					.16*	.18**		
energetic					.24**	.21**		
enterprising			.17*	.25**	.26**	.23**		
enthusiastic					.21**	.14*		
evasive			.21**	.16*				
excitable					.24**	.15*		
fickle			.16*	.13*				
flirtatious					.25**	.26**	.19*	.15*
forceful					.20*	.15*		
foresighted			.23**	.22**				
hard-headed							.22**	.13*
headstrong					.21**	.27**		
high-strung					.16*	.13*		
humorous					.16*	.14*		
idealistic			.27**	.20**	.26**	.14*		
imaginative			.27**	.24**	.17*	.13*		
impulsive							.16*	.24**
indifferent			.16*	.14*				
individualistic			.20*	.17**				
industrious	-.15*	-.27**						
initiative					.29**	.23**		
insightful			.32**	.30**	.28**	.21**		
intelligent			.20*	.17**	.16*	.13*		

Table 4 (cont.)	Work Style		Learning Environ		Leadership		Risk Taking	
Adjective	M	F	M	F	M	F	M	F
interests wide			.21**	.16**	.22**	.21**		
inventive	-.15*	-.20**	.17*	.33**			.15*	.15*
logical			.22**	.16*				
methodical			.21**	.15*				
mischievous							.19*	.29**
obliging			.21**	.18**				
opinionated			.20*	.17**	.25**	.20**		
opportunistic					.25**	.25**		
optimistic					.18*	.22**		
original					.15*	.15*		
outgoing	.21*	.24**			.26**	.32**		
outspoken			.22**	.23**	.31**	.32**		
peculiar			.33**	.19**				
persevering			.22**	.21**	.16*	.15*		
persistent			.18*	.15*	.19*	.22**		
pleasure-seeking					.20*	.16*		
poised					.19*	.28**		
polished					.18*	.27**		
praising					.18*	.16*		
progressive			.19*	.17**				
quiet					-.25**	-.25**		
reckless							.32**	.28**
reflective			.34**	.23**				
resourceful					.23**	.20**		
restless			.19*	.13*	.16*	.13*		
self-centered			.16*	.12*				
self-confident					.26**	.26**		
sharp-witted			.25**	.20**	.20*	.22**		
shy					-.20*	-.26**		
silent					-.22**	-.17**		
sincere			.15*	.14*				
sly							.18*	.21**
sociable	.17*	.21**			.22**	.24**		
sophisticated					.23**	.18**		
spontaneous					.23**	.25**	.24**	.21**
spunky					.17*	.24**	.27**	.17**
strong							.23**	.17**
tactful			.26**	.24**	.22**	.17**		
talkative	.28**	.17**			.29**	.26**		
thorough			.18*	.15*				
tough							.27**	.19**
unassuming			.21**	.17**				
unconventional			.23**	.34**				
witty					.22**	.23**		
zany			.16*	.26**				

* $p < .01$. ** $p < .001$.

BEST COPY AVAILABLE

Table 5
Adjectives that Exhibit Sex Differences in Regression Slope with Regard to the Work Style Scale

Adjective	Male r	Female r	Difference Between rs	t for Slope
adaptable	-.0919	.0632	-.1551	-2.08*
argumentative	.1677**	-.0055	.1732	2.26*
artistic	.0228	-.2068***	.2296	3.12**
assertive	.1580**	-.0052	.1632	2.15*
deliberate	.0097	-.1439**	.1536	2.06*
demanding	.1590**	-.0301	.1891	2.50*
dependent	-.0595	.1534**	-.2129	-2.88**
determined	.1775**	-.0664	.2439	3.37***
dominant	.1574**	.0035	.1539	2.06*
frank	.0369	-.1234**	.1603	2.12*
frivolous	-.0448	.1153*	-.1601	-2.19*
idealistic	.0500	-.1111*	.1611	2.15*
indifferent	-.1487*	.0145	-.1632	-2.29*
initiative	.1488*	-.0745	.2233	2.95**
persevering	.1058	-.1119*	.2177	2.88**
self-seeking	-.0474	.1010*	-.1484	-1.98*
stolid	-.1051	.0340	-.1391	-2.09*
strong	.0386	-.1475**	.1861	2.51*
thankless	-.1491*	.0044	-.1535	-2.58*

*p < .05. **p < .01. ***p < .001.

Table 6
Adjectives that Exhibit Sex Differences in Regression Slope with Regard to the Learning Environment Scale

Adjective	Male r	Female r	Difference Between rs	t for Slope
bitter	.2196***	.0287	.1909	2.36*
calm	.1097	-.0494	.1591	2.10*
considerate	.1832**	.0540	.1292	2.25*
cowardly	.2045**	-.0138	.2183	2.45*
cynical	.3409***	.1776***	.1633	2.54*
dominant	-.0784	.1290**	-.2074	-2.73**
foolish	.1435*	-.0500	.1935	2.53*
frank	.0779	.2612***	-.1833	-2.23*
gloomy	.2613***	-.0535	.3148	4.02***
handsome	-.1135	.0819	-.1954	-2.80**
hard-headed	-.0514	.1031*	-.1545	-2.02*
headstrong	.0378	.2114***	-.1736	-2.29*
hostile	-.1165	.0377	-.1542	-2.06*

lazy	.0984	-.0884	.1868	2.46*
mannerly	.1410*	-.0147	.1557	2.06*
masculine	-.0660	.0911	-.1571	-2.00*
nervous	.0051	-.1485**	.1536	2.04*
painstaking	-.0250	.1821***	-.2071	-2.55*
peculiar	.3328***	.1920***	.1408	2.04*
resentful	.1330*	-.0196	.1526	1.97*
reserved	.2534***	-.0089	.2623	3.53***
sexy	-.1690**	.0265	-.1955	-2.63**
shallow	.1823**	.0205	.1618	2.17*
slow	.0942	-.0807	.1749	2.34*
smug	.1790**	.0273	.1517	2.12*
spontaneous	.0019	.1737***	-.1718	-2.23*
strong	-.1090	.0658	-.1748	-2.30*
timid	.0592	-.1079*	.1671	2.19*
unstable	.1290*	-.0321	.1615	2.27*
withdrawn	.1941**	-.0360	.2301	3.05**

*$p < .05$. **$p < .01$. ***$p < .001$.

Table 7
Adjectives that Exhibit Sex Differences in Regression Slope with Regard to the Leadership Style Scale

Adjective	Male r	Female r	Difference Between rs	t for Slope
boastful	.1722**	.0397	.1325	1.96*
complicated	-.0097	.1689***	-.1786	-2.50*
considerate	.1960**	.0236	.1724	2.63**
cooperative	.1247*	-.0139	.1386	2.01*
egotistical	.1817**	.0463	.1254	2.18*
foolish	.1409*	-.1093*	.2502	3.31***
moody	.1267*	-.0132	.1698	2.16*
painstaking	-.1028	.0517	-.1545	-2.13*
preoccupied	.1584**	-.0315	.1642	2.02*
responsible	.2120***	.0456	.1664	2.41*
robust	.0380	.2158***	-.1778	-2.20*
sensitive	-.0270	.1461**	-.1731	-2.21*
sentimental	.0239	.1668***	-.1429	-1.99*
shrewd	.2039**	.0720	.1319	2.41*
trusting	.1914**	.0095	.1819	2.55*

*$p < .05$. **$p < .01$. ***$p < .001$.

Table 8
Adjectives that Exhibit Sex Differences in Regression Slope with Regard to the Risk Taking/Adventure Scale

Adjective	Male r	Female r	Difference Between rs	t for Slope
aggressive	.3083***	.1002*	.2081	2.99**
alert	.1044	-.0448	.1492	2.00*
artistic	-.0724	.1094*	-.1818	-2.35*
assertive	.1931**	.0376	.1555	2.21*
attractive	.1261*	-.0520	.1781	2.41*
boastful	.1466*	-.0201	.1667	2.49*
dependent	.1053	-.0797	.1850	2.39*
good-looking	.1870**	.0153	.1717	2.33*
greedy	.1241*	-.0206	.1447	2.09*
high-strung	.1817**	.0135	.1682	2.17*
indifferent	-.0719	.1028*	-.1747	-2.27*
infantile	-.1246*	.0239	-.1485	-1.97*
informal	-.0709	.1544**	-.2253	-2.91**
masculine	.2901***	.1113*	.1788	4.74***
meek	-.1869**	-.0280	-.1589	-2.50*
natural	-.0075	.1842***	-.1917	-2.38*
noisy	.0001	.1711***	-.1710	-2.27*
patient	-.1909**	-.0236	-.1673	-2.36*
peaceable	-.0991	.0572	-.1563	-2.06*
peculiar	.0130	.1978***	-.1848	-2.29*
persevering	-.0267	.1779***	-.2046	-2.62**
pleasure-seeking	.2634***	.0432	.2202	3.14**
self-denying	-.0867	.0887	-.1779	-2.25*
sexy	.2683***	.0775	.1908	2.78**
sincere	-.1538**	-.0015	-.1523	-2.22*
sympathetic	-.1620**	.0410	-.2030	-2.77**
tactless	-.1507*	.0871	-.2378	-3.27**
unconventional	-.0302	.1392**	-.1694	-1.99*
wholesome	.1316*	-.0266	.1582	2.10*

*p < .05. **p < .01. ***p < .001.

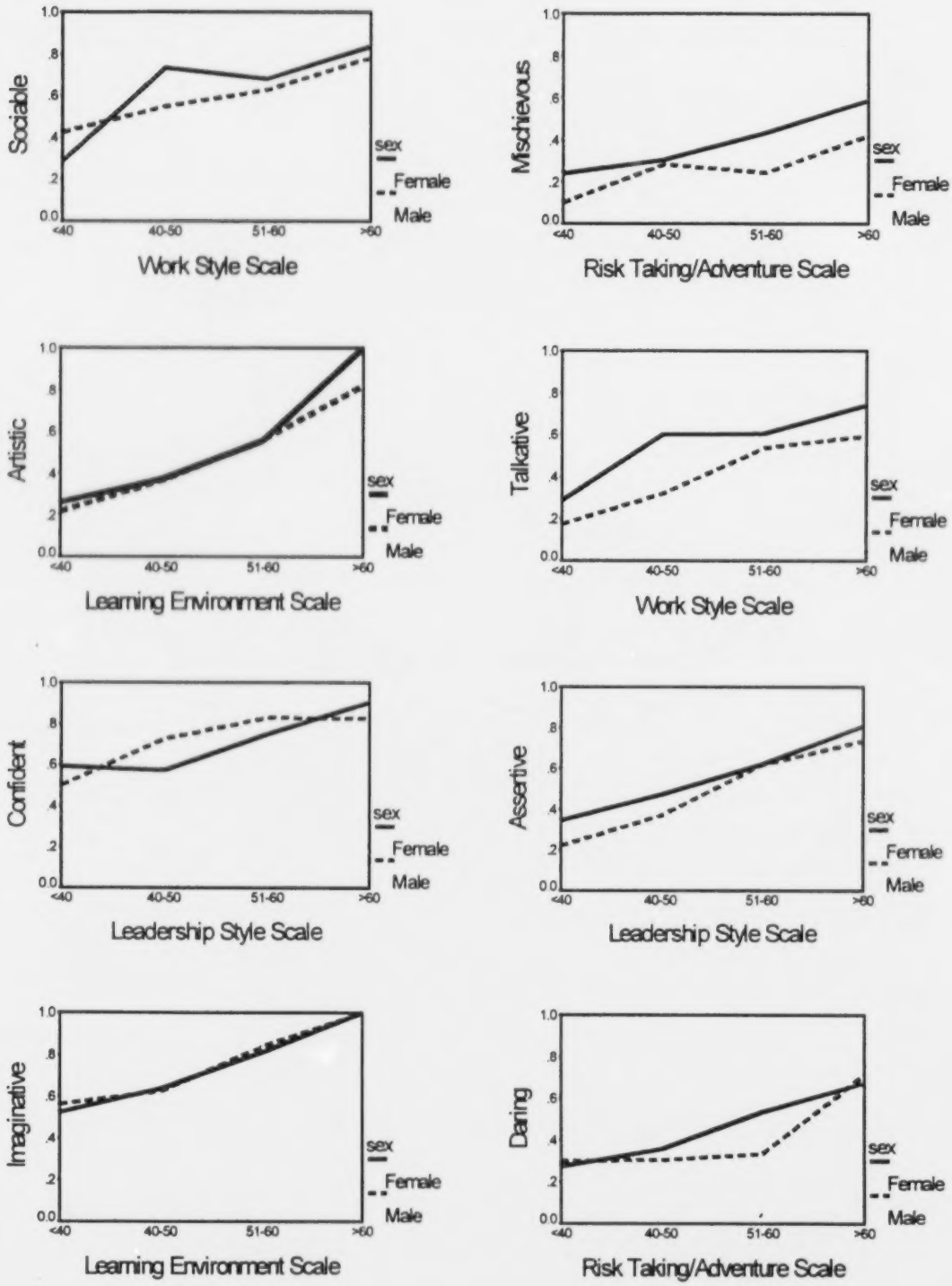

Figure 1. Examples of adjectives that correlate substantially with a given Personal Style Scale for both sexes.

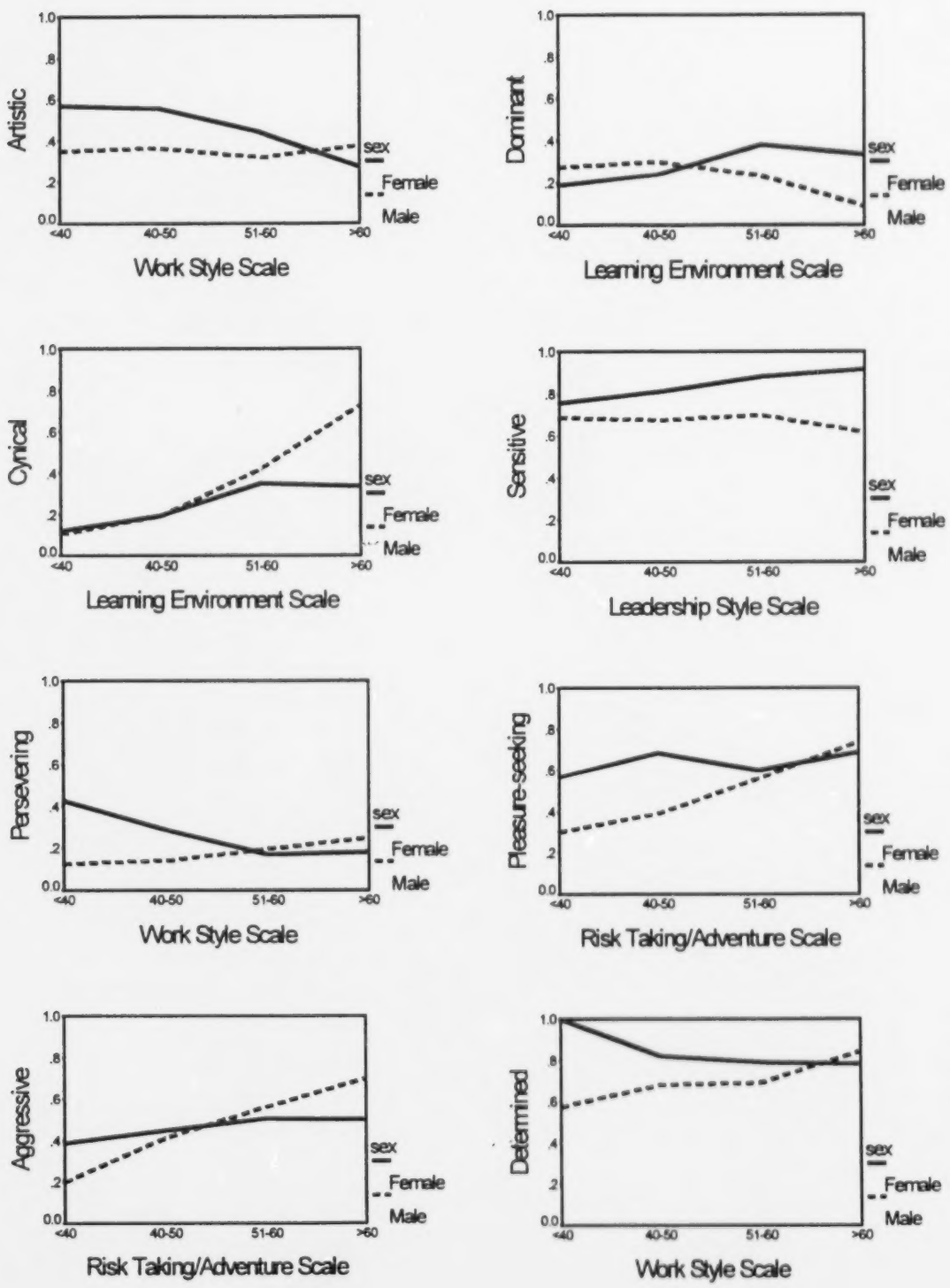

Figure 2. Examples of adjectives that exhibit sex differences in their relationship with a given Personal Style Scale.